

Parrett and Axe CEVA Primary School English genre progression and coverage



Year One

Narrative – Story – writing to entertain

Text Structure	Sentence	Word Classes	Punctuation
<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing e.g. The wolf was hiding.</p> <p>Written in the appropriate tense (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Simple sentences, starting with a pronoun and a verb e.g. He went home.</p> <p>Use simple noun phrases which add detail for description e.g. massive field</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so</p> <p>Story language making use of the prefix -un e.g. unlucky, unhappy, unfortunately</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 's' or 'es' Pronouns: I, she, he, they</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is no change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p><u>Prepositions</u>: up, down, in, into, out, to, onto</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and, but, then, or, this</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p>Use finger spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use questions marks and exclamation marks.</p> <p>Capital letters for start of sentence, names (people, places, days of the week), personal pronoun 'I'.</p>

Writing to instruct

Text Structure	Sentence	Word Classes	Punctuation
<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p>Imperative verbs start sentences e.g. spread, slice, cut.</p> <p>Sentences do not include pronouns and are written impersonally</p> <p>Use simple noun phrases which add detail for description e.g. large bowl</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 's' or 'es'</p> <p><u>Verbs</u> Simple imperative verbs: cut, move, fold, stir</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and, then, so, but</p> <p>Time connectives: first, next, after, 1, 2, 3 etc.</p>	<p>Use finger spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use questions marks and exclamation marks.</p> <p>Capital letters for start of sentence, names (people, places, days of the week), personal pronoun 'I'.</p>

Writing to inform (recounts, diaries, letters/invitations, autobiographies/biographies)

Text Structure	Sentence	Word Classes	Punctuation
<p>Ideas grouped in sentences in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense e.g. I went, I saw, I liked.</p> <p>Focussed on individual or group participants e.g. I, we</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p>Use simple noun phrases which add detail for description e.g. the exciting trip</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 's' or 'es'</p> <p><u>Verbs</u> First/third person singular. Ending added to verbs where there is no change to the root word. Simple past tense 'ed'</p> <p><u>Adjectives</u></p>	<p>Use finger spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use questions marks and exclamation marks.</p> <p>Capital letters for start of sentence, names (people, places, days of the week), personal pronoun 'I'.</p>

Ideas grouped together for similarity.		Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Join words and sentences using and, then, so, but Time connectives: first, next, after, finally	
Useful vocabulary for recounts, diaries, news reports: On Monday, the accident, people felt, happened, angry, upset, the best part was, the worst part was, I liked, I didn't like			
Useful vocabulary for letters: Dear, from			
Useful vocabulary for biographies/autobiographies: When he/she was born, When he/she was five years old, An interesting thing about, A fact about, He/she will be remembered for			

Year Two

Narrative – Story – writing to entertain

Text Structure	Sentence	Word Classes	Punctuation
Sentences organised chronologically indicated by time related words e.g. finally	Subject/verb sentences e.g. He was They were It happened	<u>Noun</u> Form nouns using suffixes and compounding Regular plural nouns with 's' or 'es' Pronouns: I, she, he, they	Use spaces that reflect the size of the letters. Use full stops correctly.
Divisions in narrative may be marked by sections/ paragraphs	Use expanded noun phrases which add detail for description e.g. very old grandma; old, red car	<u>Verbs</u> Progressive form of verbs in the past and present tense e.g. Goldilocks was walking through the woods. Add 'es', 'ed' and 'ing' to verbs.	Use questions marks and exclamation marks correctly. Use capital letters correctly.
Connections between sentences to build cohesion (e.g. use of pronouns), add extra information (e.g. but they	Simple connectives used to link clauses e.g. and, but, then, so, when	<u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.	Apostrophes for contractions e.g. didn't Possessive apostrophes for singular nouns.

<p>got bored) or indicate concurrent events (e.g. as they were waiting)</p> <p>Correct and consistent use of past and present tense.</p>	<p>Use exclamation sentences where appropriate e.g. 'What big eyes you have, Grandma!'</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p>	<p><u>Adverbs</u> 'ly' added to adjective to form adverb: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because, who Coordination – or, and, but</p> <p>Time connectives: after, after that, at that moment, by next morning, in the end, one day, soon, as soon as, until, when, while, later, never, now, tomorrow, finally</p>	<p>Commas to separate items in lists.</p> <p>Begin to use inverted commas to demarcate direct speech.</p>
--	---	---	---

Writing to instruct (instructions, labels/captions, lists)

Text Structure	Sentence	Word Classes	Punctuation
<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs e.g. slowly, quickly.</p> <p>Use expanded noun phrases which add detail for description e.g. long, pointy stick</p> <p>Use exclamation sentences where appropriate e.g. 'What a fantastic time we all had!'</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Add 'es' to nouns.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb: Carefully, gently, slowly, softly</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but Time connectives: first of all, to start with, firstly, lastly, finally</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use questions marks and exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions e.g. didn't Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p>Begin to use bullet points for lists.</p>

Writing to inform (recounts, diaries, letters, autobiographies and biographies)

Text Structure	Sentence	Word Classes	Punctuation
<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went, I saw.</p> <p>Main ideas may be grouped in sections/ paragraphs.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Subject/verb sentences e.g. He was They were It happened</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use expanded noun phrases which add detail for description e.g. old, red car</p> <p>Use simple adverbs e.g. quickly, slowly</p> <p>Simple connectives used to link clauses e.g. and, but, then, so, when</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive forms of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. E.g. shocking, awful, amazing, incredible</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb: Carefully, gently, slowly, softly</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but Time connectives: afterwards, after that, when, suddenly, just then, next, much later, eventually</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use questions marks and exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions e.g. didn't Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
Useful vocabulary for recounts, diaries, news reports: I found it interesting when, I didn't expect, it was terrible			
Useful vocabulary for letters: Dear Mr/Mrs, Dear Sir/Madam, Yours sincerely, Yours faithfully, I would like to, we felt			
Useful vocabulary for biographies/autobiographies: As a child/teenager, at a young age, many years later, in my view, his/her life was, I believe, He/she became			

Writing to inform (non-chronological reports)

Text Structure	Sentence	Word Classes	Punctuation
<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense e.g. sparrow's nest in hedgerows, dinosaurs were enormous</p> <p>Main ideas may be grouped in sections/ paragraphs.</p>	<p>Subject/verb sentences e.g. He was They were It happened</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use expanded noun phrases which add detail for description e.g. old, red car</p> <p>Use simple adverbs e.g. quickly, slowly</p> <p>Simple connectives used to link clauses e.g. and, but, then, so, when</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive forms of verbs in the past and present tense. Maintain consistency of tense throughout. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb: Carefully, gently, slowly, softly</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks and exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions e.g. didn't Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
<p>Useful vocabulary: The can be grouped, there are two sorts of, they live in</p>			

Year 3 and 4

Narrative

Text Structure	Sentence	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p> <p>Plot – Resolutions and endings are developed</p> <p>Relevant detail is used to create a picture for the reader</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent Eg. Typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style. E.g. Well, I suppose..</p> <p>Verbs used are specific for action. Eg. Rushed, shoved, pushed</p> <p>Adverbials. Eg. When she reached home</p> <p>Expanded noun phrases. Eg. Two horrible hours</p> <p>Prepositions</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Determiners</u> Use of 'a' and 'an' correctly.</p> <p><u>Verbs</u> Present perfect forms of verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives. Eg. To build noun phrases.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because, also, however, therefore, after the, just then, as soon as)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time/cause; then, next, very, rather, slightly, soon.</p>	<p>Introduce possessive apostrophes</p> <p>Introduce inverted commas</p>

Recounts – Experiences, diaries and reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>Links between sentences help to navigate the reader from one idea to the next, Eg. After finishing lunch, we... However, in the second half...</p> <p>A closing statement to summarise the overall impact, (conclusion)</p> <p>Elaboration is used to reveal the writer's emotions and responses</p>	<p>Simple sentences with extra description</p> <p>Some complex sentences using when, if, as etc.</p> <p>Variation in sentence structures e.g. While we watched the sealion show...</p> <p>Use embedded/relative clauses E.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p>	<p>Last week</p> <p>During our school trip</p> <p>Soon</p> <p>Meanwhile</p> <p>To begin with</p> <p>I was pleased that</p> <p>I didn't expect that</p> <p>It was difficult to</p> <p>Later on..</p> <p>Before long..</p> <p>At that very moment..</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by..</p> <p>I felt overwhelmed when..</p> <p>I was personally affected by...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives. Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p>	<p>Apostrophes for possession</p> <p>Speech punctuation (if direct speech is used) Y3 – Inverted commas Y4 – full speech punctuation</p> <p>Commas for fronted adverbials (Y4)</p>

		This has changed how I feel about...	<u>Fronted adverbials</u>	
--	--	--------------------------------------	---------------------------	--

Non-chronological reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Sentences build from a general idea to more specific.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Variation in sentence structures e.g. While the eggs hatch female penguins ...</p> <p>Use embedded/relative clauses E.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Use technical vocabulary to show the reader the</p>	<p>The following report</p> <p>They don't</p> <p>It doesn't</p> <p>Sometimes</p> <p>Often</p> <p>Most</p> <p>This report will</p> <p>The following Information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p> <p>Despite the fact</p> <p>As a rule,</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives to express cause, and to add additional information Eg. In addition, for example, because, due to, when, if</p>	<p>Apostrophes for possession</p> <p>Speech punctuation Y3 – Inverted commas Y4 – full speech punctuation</p> <p>Commas for fronted adverbials (Y4)</p>

	writer's expertise.		<u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is.	
Text Structure	Sentence	Vocabulary	Word Classes	Punctuation
A set of ingredients and equipment needed are outlined clearly	Simple sentences with extra detail	Continue by... Carry on...	<u>Noun</u> Nouns and pronouns used for clarity and cohesion.	Apostrophe to mark possession
Organised into clear points denoted by time Friendly tips and suggestions are included to heighten the engagement. Eg. This dish is served best with a dash of netmeg Use simple organisational devices Eg. Headings and subheadings Precautionary advice Eg. Be careful not to over whisk as it will turn to butter	Adverbials in sentences Eg. While the pastry cooks When the glue dries	Do this until... Stop when... When you have done this... Try not to.. Avoid..	<u>Noun phrases</u> expanded by the addition of modifying adjectives, nouns and prepositional phrases. Eg. Add the sifted flour into the bowl <u>Verbs</u> Standard English forms for verbs. Present tense verbs <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions.</u> Express time and cause (when, so, before, after, while, because, then, next, soon) Tense Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is.	Commas after fronted adverbials

Instructions

			Adverbials used to show how often (additionally, frequently, rarely) Fronted adverbials	
--	--	--	--	--

Newspapers

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Who, what, where, when and why information is clear to orientate the reader. Clear introduction and conclusion. Points about the visit/issue. Links between key ideas in the newspaper. Organised into paragraphs denoted by time/place. All newspaper layout features included. Bold eye-catching headline which includes	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. As the police arrived, the crowd scattered. Variation in sentence structures e.g. While the witness was distracted... As the police arrived Use embedded/relative clauses Eg. The suspect, who was wearing a black hooded jumper,	While, if, as, when. Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by.. Hours later Unfortunately Fortunately John Smith (64), a retired community officer said... Within minutes...	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Connectives/conjunctions</u> Use a wide range of connectives for additional information e.g. Furthermore, additionally, on the other hand,	Apostrophes for possession Speech punctuation for direct quotes Y3 – Inverted commas Y4 – full speech punctuation Commas for fronted adverbials (Y4)

alliteration	Sentences to include direct and reported speech.	The school confirmed that... She claimed that.. He continued by informing us that... Police were...	consequently, On the contrary, <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. <u>Fronted adverbials</u>	
--------------	--	--	--	--

Biography/ Autobiography

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events of someone's life in chronological order. Elaboration is used to reveal the writer's emotions and responses.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials Variation in structures e.g. When she was young, Later on in her life, Use embedded/relative clauses E.g. Florence, who	During his/her/my early life... Soon afterwards... Sometimes he/I... Strangely... One of the most remarkable facts about... His/her/my greatest achievement was... In his /her/my early years... By the time he/she/I had... In his/ her final years... What is clear is that... Even though he/she/I was not popular at the time, Although feelings ran high	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives	Apostrophes for possession Speech punctuation Y3 – Inverted commas Y4 – full speech punctuation Commas for fronted adverbials (Y4)

<p>A closing statement to summarise key events.</p>	<p>worked as a nurse,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired her to....</p>	<p>in the community, In many ways it wasn't until... He/She/I might have been... His/Her/My one regret was(is) that...</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives. Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p><u>Fronted adverbials</u></p>	
---	--	--	--	--

Letters

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction stating purpose of the letter.</p> <p>Links between key ideas in the letter. Paragraphs organised correctly into key ideas.</p> <p>Topic sentences.</p> <p>All letter layout features included to fit whether letter is formal or</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Tense consistent e.g. modal verbs can/will</p>	<p>While, if, as, when.</p> <p>I would like to inform you that...</p> <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that</p> <p>As I stated earlier...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p>	<p>Apostrophes for possession</p> <p>Speech punctuation Y3 – Inverted commas Y4 – full speech punctuation</p> <p>Commas for fronted adverbials (Y4)</p>

informal.	<p>Use embedded/relative clauses E.g. Mrs Holt, who was very angry...</p> <p>Adverbials</p>	<p>Referring to...</p> <p>This is an unfortunate...</p> <p>It is with regret...</p> <p>I would be grateful if...</p> <p>It is with regret that...</p> <p>I look forward to hearing from you in due course.</p> <p>Use modal verbs to hint future action or possibilities e.g. should, would, could.</p>	<p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives to express cause, and to add additional information Eg. In addition, for example, because, due to, when, if</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p><u>Fronted adverbials</u></p>	
-----------	---	---	---	--

Year 4

Year 4 Narrative

Text Structure	Sentence	Word Classes	Punctuation
<p>Link between resolution and ending.</p> <p>Links between sentences help to navigate the reader from one idea to the next. Eg. Contrasts in mood angry mother,</p>	<p>Variation in sentence structures Eg. While, although, until</p> <p>Use embedded/relative clauses Eg. Marcus, who grinned slyly at the teacher...</p> <p>Include adverbs to show how often or</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Eg. The old carved box hidden beneath the bed.</p> <p><u>Verb</u> Standard English forms for verbs, ('we were' instead of</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p>

<p>disheartened Jack</p> <p>Paragraphs organised to build up to key event. Repetition avoided through using different sentence structures and ellipsis.</p> <p>Paragraphs starting at appropriate points, Eg. For a new time, place, character, action or for a new speaker</p>	<p>add subtlety of meaning Eg. Exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action. Eg. Will be thinking</p> <p>Using a range of sentence openers such as fronted adverbials</p>	<p>'we was' or 'I did' instead of 'I done')</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wider range of connectives. Eg, Consequently, in the end, much later on, eventually, meanwhile.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Use inverted commas to indicate direct speech and use full speech punctuation. Eg. Capital letters, commas and question and exclamation marks.</p>
---	---	---	---

Explanation

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Describe a process in clear steps.</p> <p>Introduction explaining the process being explained.</p> <p>Steps organised into</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Use embedded/relative</p>	<p>This article will...</p> <p>This explanation is intended to...</p> <p>The following information...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p>	<p>Apostrophes for possession.</p> <p>Commas for fronted adverbials.</p>

<p>paragraphs, with a topic sentence, and linked details.</p> <p>Text ordered following a step by step process.</p> <p>Closing statement relating back to the process being explained.</p>	<p>clauses e.g. The door, which opens and closes, is controlled by...</p> <p>Fronted adverbials used e.g. As a result of,</p> <p>Adverbs e.g. frequently, often, sometimes.</p> <p>Noun phrases used to add detail e.g. The heavy metal door...</p>	<p>It can be difficult to... so...</p> <p>To begin with...</p> <p>Before long...</p> <p>After a minute...</p> <p>As a result...</p> <p>This causes...</p> <p>This leads to...</p> <p>Therefore...</p>	<p><u>Verbs</u> Standard English forms of verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives to describe parts of the process/machinery.</p> <p><u>Connectives/conjunctions</u> Use causal connectives, e.g. As a result of, because, when.</p> <p><u>Tense</u> Mainly present tense verbs.</p> <p><u>Adverbs</u> Use an adverbial phrase e.g. slowly and carefully</p> <p>Fronted adverbials including commas.</p> <p>Adverbials of time and place.</p>	
--	---	---	---	--

Persuasion - Purpose: advert, leaflet, argument

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction that states the purpose and intended outcome.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-headings used to organise the points in the text.</p> <p>Conclusion to reiterate the outcome.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent e.g. modal verbs can/will</p> <p>Adverbials.</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>Surely</p> <p>Obviously</p> <p>Clearly</p> <p>Don't you think...</p> <p>Firstly</p> <p>Secondly</p> <p>Thirdly</p> <p>My own view is</p> <p>My last point is</p> <p>My final point is</p> <p>Imagine</p> <p>Consider</p> <p>Enjoy</p> <p>I believe that</p> <p>It seems to me that</p> <p>It is clear that</p> <p>Is it any wonder that</p> <p>Furthermore</p> <p>As I see it</p> <p>Tremendous</p> <p>I Implore you to consider</p> <p>Extremely significant</p> <p>Inevitably</p> <p>Finally</p> <p>In conclusion</p> <p>In summary</p> <p>The evidence presented...</p> <p>Have you ever thought</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion.</p> <p>Use of second person eg, you, to directly address the reader.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives to express cause, and to add additional information Eg. In addition, for example,</p>	<p>Apostrophes for possession</p> <p>Speech punctuation (eg, quote)</p> <p>Y3 – Inverted commas Y4 – full speech punctuation</p> <p>Commas for fronted adverbials (Y4)</p>

		about...? Do you think that...? Fed up with...?	because, due to, when, if <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. <u>Fronted adverbials</u>	
--	--	---	---	--

Balanced Arguments

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the text. Paragraphs organised correctly into key ideas.</p> <p>Subheadings to organise the text.</p> <p>Topic sentences.</p> <p>Organise opposing points appropriately (either for, against, for against, Or Fors with elaboration</p>	<p>Variation in sentence structures e.g. Whilst many people claim ...</p> <p>Use embedded/relative clauses, e.g. It is perfectly clear, however, that ...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Tense consistent e.g. modal verbs could/might</p> <p>Start sentences with verbs e.g. imagine,</p>	<p>I will begin by...</p> <p>Maybe...</p> <p>Firstly...</p> <p>Many people are concerned that...</p> <p>I wonder...</p> <p>Sometimes</p> <p>It could be argued that...</p> <p>Therefore...</p> <p>My overall feeling/opinion is...</p> <p>An example of this is....</p> <p>It is clear that...</p> <p>This piece of writing will... ..feel convinced...</p> <p>I intend to...</p> <p>On the other hand...</p> <p>In addition...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u></p>	<p>Apostrophes for possession</p> <p>Speech punctuation Y3 – Inverted commas Y4 – full speech punctuation</p> <p>Commas for fronted adverbials (Y4)</p>

followed by against with elaboration).	consider, enjoy. Rhetorical questions e.g. Have you ever considered the impact of...?	It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...	Use a wide range of connectives for additional information e.g. Furthermore, additionally, on the other hand, consequently, On the contrary, <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. <u>Fronted adverbials</u>	
--	---	--	---	--

Year 5 and 6

Year 5/6 Narrative

Text Structure	Sentence	Word Classes	Punctuation
The story is well constructed, based on planning and raises intrigue. Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the	Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or	<u>Noun</u> Expanded noun phrases are included to convey complicated information concisely. <u>Verbs</u>	Use a wide range of punctuation throughout the writing: Full Stops Commas in lists

<p>story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p> <p>Dialogue is used to move the action on and heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>	<p>qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Vocabulary used to support formality and tone, audience and purpose including subjunctive form.</p> <p>Wide range of subordinate and coordinating (FANBOYS) connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses (including relative clauses) are used for economy or emphasis</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Active and passive</p>	<p>Use modal and perfect verb forms.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives to describe characters, settings and atmosphere.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives, varying their position in a sentence.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Use an adverbial phrase.</p>	<p>Exclamation and question marks</p> <p>Apostrophes (for possession and contraction)</p> <p>Commas for clarity</p> <p>Inverted Commas</p> <p>Hyphens</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
--	--	---	--

	<p>voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>	<p>Fronted adverbials including commas.</p> <p>Adverbials of time, place and number.</p> <p>Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.</p>	
--	---	---	--

Year 5/6 Instructions

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p> <p>Can write accurate instructions for complicated processes.</p>	<p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. If the temperature gets too high...</p> <p>Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals.</p> <p>Prepositional phrases used</p>	<p>Don't forget to..</p> <p>Be careful of...</p> <p>Don't worry about...</p> <p>Concentrate on...</p> <p>At this point...</p> <p>Whilst that is...</p> <p>Focus on...</p> <p>Try to make sure that...</p> <p>When you do, don't..</p>	<p><u>Noun</u> Expanded noun phrases are included to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal and perfect verb forms.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives to describe characters, settings and atmosphere.</p>	<p>Use a wide range of punctuation throughout the writing:</p> <p>Full Stops</p> <p>Commas in lists</p> <p>Exclamation and question marks</p> <p>Apostrophes (for possession and contraction)</p> <p>Commas for clarity</p> <p>Inverted Commas</p> <p>Hyphens</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

<p>Can write imaginative instructions using flair and humour.</p>	<p>cleverly e.g. In the event of overcooking...</p>	<p>I would suggest...</p> <p>Many people at this stage...</p>	<p><u>Connectives/conjunctions</u></p> <p>Use a wide range of connectives, varying their position in a sentence.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Use an adverbial phrase.</p> <p>Fronted adverbials including commas.</p> <p>Adverbials of time, place and number.</p> <p>Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.</p>	
---	---	---	--	--

Year 5/6 Recount: experiences, diary, police reports, sports reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organized chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer’s perspective.</p> <p>The report is well constructed and answers the readers questions.</p>	<p>Sentence length and type varied according to purpose.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p>	<p>As it happened</p> <p>As a result of</p> <p>Consequently</p> <p>Subsequently</p> <p>Unlike the rest of the group, I felt...</p> <p>In a flash..</p> <p>Presently</p> <p>Meanwhile</p> <p>In conclusion</p>	<p><u>Noun</u> Expanded noun phrases are included to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal and perfect verb forms.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives to describe characters, settings and atmosphere.</p>	<p>Use a wide range of punctuation throughout the writing:</p> <p>Full Stops</p> <p>Commas in lists</p> <p>Exclamation and question marks</p> <p>Apostrophes (for possession and contraction)</p> <p>Commas for clarity</p> <p>Inverted Commas</p> <p>Hyphens</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

<p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>The experience overall..</p>	<p><u>Connectives/conjunctions</u></p> <p>Use a wide range of connectives, varying their position in a sentence.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Use an adverbial phrase.</p> <p>Fronted adverbials including commas.</p> <p>Adverbials of time, place and number.</p> <p>Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.</p>	
---	---	---------------------------------	--	--

Year 5/6 Non-Chronological Reports

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalised sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p> <p>The report is well constructed and answers the reader's</p>	<p>Sentence length and type varied according to purpose.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult</p> <p>___ will enable you to understand.</p>	<p><u>Noun</u> Expanded noun phrases are included to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal and perfect verb forms.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives to describe characters, settings and atmosphere.</p>	<p>Use a wide range of punctuation throughout the writing:</p> <p>Full Stops</p> <p>Commas in lists</p> <p>Exclamation and question marks</p> <p>Apostrophes (for possession and contraction)</p> <p>Commas for clarity</p> <p>Inverted Commas</p> <p>Hyphens</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

<p>questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p> <p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p>	<p><u>Connectives/conjunctions</u></p> <p>Use a wide range of connectives, varying their position in a sentence.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Use an adverbial phrase.</p> <p>Fronted adverbials including commas.</p> <p>Adverbials of time, place and number.</p> <p>Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.</p>	
---	---	--	--	--

		More than half		
		Less than half...		

Year 5/6 Letter

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p> <p>Letter well constructed that</p>	<p>Sentence length and type varied according to purpose.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of</p>	<p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p>	<p><u>Noun</u> Expanded noun phrases are included to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal and perfect verb forms.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p>	<p>Use a wide range of punctuation throughout the writing:</p> <p>Full Stops</p> <p>Commas in lists</p> <p>Exclamation and question marks</p> <p>Apostrophes (for possession and contraction)</p> <p>Commas for clarity</p> <p>Inverted Commas</p> <p>Hyphens</p> <p>Brackets</p>

<p>answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Fronted adverbials used to clarify writers position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p>	<p>Unfortunately...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p> <p>Please do not hesitate to contact me...</p> <p>An early response would be greatly appreciated...</p> <p>Please accept my...</p> <p>I wish to express...</p> <p>The impact of...</p> <p>Despite continued efforts...</p>	<p><u>Adjectives</u> Choose appropriate adjectives to describe characters, settings and atmosphere.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives, varying their position in a sentence.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Use an adverbial phrase.</p> <p>Fronted adverbials including commas.</p> <p>Adverbials of time, place and number.</p> <p>Link ideas within and across</p>	<p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
--	--	---	--	--

	Prepositional phrases used cleverly. e.g. In the event of a fire...	Subsequently...	paragraphs using cohesive devices such as adverbials, pronouns and synonyms.	
--	--	-----------------	--	--

Year 5/6 Persuasion: advert, argument

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Sentence length and type varied according to purpose.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic</p>	<p>It strikes me that</p> <p>There is no doubt that</p> <p>I am convinced that</p> <p>It appears</p> <p>In my opinion</p> <p>Surely only a fool would consider</p>	<p><u>Noun</u> Expanded noun phrases are included to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal and perfect verb forms.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p>	<p>Use a wide range of punctuation throughout the writing:</p> <p>Full Stops</p> <p>Commas in lists</p> <p>Exclamation and question marks</p> <p>Apostrophes (for possession and contraction)</p> <p>Commas for clarity</p> <p>Inverted Commas</p> <p>Hyphens</p>

<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statement are used to change the readers opinion. E.g. you will never need to...</p> <p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p>	<p>In addition</p> <p>Furthermore</p> <p>Moreover</p> <p>My evidence to support this is</p> <p>On balance..</p> <p>Just think how...</p> <p>Now you can...</p> <p>For the rest of your life...</p> <p>Unbelievable</p> <p>Outrageous</p> <p>Incredible</p> <p>It appears that...</p>	<p><u>Adjectives</u> Choose appropriate adjectives to describe characters, settings and atmosphere.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives, varying their position in a sentence.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Use an adverbial phrase.</p> <p>Fronted adverbials including commas.</p> <p>Adverbials of time, place and number.</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
--	---	--	--	--

	<p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>There can be no doubt that..</p> <p>It is critical..</p> <p>Fundamentally...</p> <p>How can anyone believe this to be true?</p> <p>Does anyone really believe that?</p> <p>As everyone knows</p> <p>I cite, for example...</p> <p>I would draw your attention to...</p> <p>I would refer to...</p>	<p>Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.</p>	
--	---	---	--	--

		<p>On the basis of the evidence presented...</p> <p>Phenomenal</p> <p>Unique</p> <p>Unmissable</p> <p>You will be...</p> <p>Don't..</p> <p>Take a moment to...</p> <p>Isn't it time to...?</p> <p>Worried about...</p>		
--	--	--	--	--

Year 5/6 Biography

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion including elaborated personal response.	<p>Sentence length and type varied according to purpose.</p> <p>Active and passive voice used</p>	In (insert year) at the age of.....he/she...	<p><u>Noun</u></p> <p>Expanded noun phrases are included to convey complicated information</p>	Use a wide range of punctuation throughout the writing:

<p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Recount is structured to reveal the subjects developing perspective.</p>	<p>deliberately to heighten engagement. e.g.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Verb forms are controlled and precise e.g.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g.</p>	<p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>In spite of...</p> <p>His/Her lasting legacy is that...</p>	<p>concisely.</p> <p><u>Verbs</u> Use modal and perfect verb forms.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives to describe characters, settings and atmosphere.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives, varying their position in a sentence.</p> <p><u>Tense</u> Change tense according to features of the genre.</p>	<p>Full Stops</p> <p>Commas in lists</p> <p>Exclamation and question marks</p> <p>Apostrophes (for possession and contraction)</p> <p>Commas for clarity</p> <p>Inverted Commas</p> <p>Hyphens</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
---	--	--	---	---

			<p><u>Adverbs</u></p> <p>Use an adverbial phrase.</p> <p>Fronted adverbials including commas.</p> <p>Adverbials of time, place and number.</p> <p>Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.</p>	
--	--	--	---	--

Year 5/6 Balanced Argument: Speech, Essay, Letter

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both view points are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p> <p>Arguments are well constructed that answer the reader's questions.</p>	<p>Sentence length and type varied according to purpose.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>It strikes me that...</p> <p>My intention is to...</p> <p>To do this I will...</p> <p>As I see it...</p> <p>It appears to me...</p> <p>Naturally...</p> <p>It is precisely because....</p> <p>Subsequently...</p>	<p><u>Noun</u> Expanded noun phrases are included to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal and perfect verb forms.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives to describe characters, settings and atmosphere.</p>	<p>Use a wide range of punctuation throughout the writing:</p> <p>Full Stops</p> <p>Commas in lists</p> <p>Exclamation and question marks</p> <p>Apostrophes (for possession and contraction)</p> <p>Commas for clarity</p> <p>Inverted Commas</p> <p>Hyphens</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

<p>The writer understands the impact of the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</p> <p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p>	<p>Doubtless...</p> <p>Nevertheless...</p> <p>In stark contrast...</p> <p>Contrary to this position...</p> <p>It would seem logical...</p> <p>Let us consider the impact...</p> <p>In conclusion...</p> <p>The evidence presented leads me to conclude...</p> <p>I will present..</p> <p>Following that I will...</p> <p>One argument for this is that...</p>	<p><u>Connectives/conjunctions</u></p> <p>Use a wide range of connectives, varying their position in a sentence.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Use an adverbial phrase.</p> <p>Fronted adverbials including commas.</p> <p>Adverbials of time, place and number.</p> <p>Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.</p>	
--	---	---	--	--

	<p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>...fundamentally flawed...</p> <p>...an easy answer that avoids...</p> <p>I would counter this view....</p> <p>It seems plausible to...</p> <p>Moreover...</p> <p>In point of fact...</p> <p>The evidence I would use to support this is...</p> <p>It surprises me that...</p> <p>It is my conviction...</p> <p>Finally I would like to add...</p>		
--	--	---	--	--

		Even though there has been a long history of activists...		
--	--	---	--	--

Year 5/6 Newspaper

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p> <p>Newspapers well constructed that answers the reader's questions.</p>	<p>Sentence length and type varied according to purpose.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Verb forms are controlled and</p>	<p>Until this is resolved...</p> <p>Unfortunately...</p> <p>Chaos ensued...</p> <p>Many panicked when...</p> <p>He disputed...</p> <p>She refused to accept that...</p> <p>The parents agreed that...</p> <p>Witnesses...</p> <p>Pupils emphasized...</p>	<p><u>Noun</u> Expanded noun phrases are included to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal and perfect verb forms.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives to describe characters, settings and atmosphere.</p>	<p>Use a wide range of punctuation throughout the writing:</p> <p>Full Stops</p> <p>Commas in lists</p> <p>Exclamation and question marks</p> <p>Apostrophes (for possession and contraction)</p> <p>Commas for clarity</p> <p>Inverted Commas</p> <p>Hyphens</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

<p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>	<p>precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the aftermath of a fire...</p>	<p>They spoke to...</p> <p>In addition to this...</p> <p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p> <p>The appointed spokesman...</p> <p>In addition...</p> <p>Mrs Hedges emphasised...</p> <p>Tragic...</p> <p>Crisis situation</p>	<p><u>Connectives/conjunctions</u></p> <p>Use a wide range of connectives, varying their position in a sentence.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Use an adverbial phrase.</p> <p>Fronted adverbials including commas.</p> <p>Adverbials of time, place and number.</p> <p>Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.</p>	
--	--	---	--	--

		<p>Epic proportions...</p> <p>Many parents refused to accept...</p> <p>The horror...</p> <p>Politicians also spoke of how...</p>		
--	--	--	--	--

Year 5/6 Explanation

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Summarise and describe a process giving detailed information.</p> <p>Developed introduction explaining purpose</p> <p>Paragraphs developed with clear topic and linking sentences.</p> <p>Text ordered procedurally, following a step by step process.</p> <p>Conclusion summarises the processes and purpose of the text.</p>	<p>Sentence length and type varied according to purpose.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the paper is torn by the machine.</p> <p>Wide range of subordinate connectives including causal connectives e.g. whilst, until, despite, due to, because.</p> <p>Complex sentences using well known economic expressions e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>This article will...</p> <p>This explanation is intended to...</p> <p>The following information...</p> <p>It can be difficult to... so...</p> <p>To begin with...</p> <p>Before long...</p> <p>After a minute...</p> <p>As a result...</p>	<p><u>Noun</u> Expanded noun phrases are included to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal and perfect verb forms.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives to describe characters, settings and atmosphere.</p>	<p>Use a wide range of punctuation throughout the writing:</p> <p>Full Stops</p> <p>Commas in lists</p> <p>Exclamation and question marks</p> <p>Apostrophes (for possession and contraction)</p> <p>Commas for clarity</p> <p>Inverted Commas</p> <p>Hyphens</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

	<p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the aftermath of a fire...</p>	<p>This causes...</p> <p>This leads to...</p> <p>Therefore...</p>	<p><u>Connectives/conjunctions</u></p> <p>Use a wide range of connectives, varying their position in a sentence.</p> <p><u>Tense</u></p> <p>Change tense according to features of the genre.</p> <p><u>Adverbs</u></p> <p>Use an adverbial phrase.</p> <p>Fronted adverbials including commas.</p> <p>Adverbials of time, place and number.</p> <p>Link ideas within and across paragraphs using cohesive devices such as adverbials, pronouns and synonyms.</p>	
--	--	---	--	--

--	--	--	--	--